DOCUMENT RESUME

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TITLE	Project Me (Early Childhood Education for the Handicapped (ECE-H)). Description of Teacher Inservice Education Materials.
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IDENTIFIERS	*Teaching Strategies

ABSTRACT

The described learning modules are designed for the use of early childhood education teachers who serve mildly, moderately, and profoundly handicapped children from the ages of three to five. The scope and sequencing of module topics is outlined, and a description is given of activities and resources involved in their use. Ordering information for materials is provided, and a critique of the module is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PROJECT ME (Early Childhood Education for the Handicapped (ECE-H))

Publication Date(s): 1977

Intended Users: ECE teachers who serve mildly, moderately, severely and profoundly handicapped children

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Childhood (ages 3-5)

Number: Group

Primary Focus: The program has been designed to prepare teachers to work with handicapped children.

School subject(s) and/or inservice topic(s) covered:

The program "provides training that reflects basic knowledge and skills across the full spectrum of ECE-H programming." Awareness, assessment, placement, programming, instructing and parental counseling are some of the major topics addressed.

What participant does in using the materials:

Program design is modular, permitting flexibility in adapting the materials to specific training needs. Typically, the program would be studied as a total training course, with large and small group activities.

Resources:

The program is a multi-media series designed to be used "developer-free." It includes a Leader's Manual, Participant's Manual, transparencies, seven filmstrips and six audio tapes. Time needed for implementation of the total program is approximately eighty hours.

Describer critique:

This is a well-structured, complete approach to training teachers in the basic knowledge and skills they need to effectively teach young handicapped children.

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SE 49 (SE) Early childhood ed., (SE) Physically handicapped, (SE) ASG, (SE) Diagnosis, (SE) Teaching Strategies, (M) Self--concept, (CM) Parent-Teacher relations, (SE) Severely profoundly handicapped TD

1.0 PURPOSES:

Rationale

The rationale upon which the developers have based this training program for teachers who serve ECE-H children is, simply, that handicapped children can learn. The print is to show educators how ECE-H children learn, and how they can teach these children. This is accomplished by illustrating the process of service delivery to ECE-H children, and by allowing trainees, through simulation and exposure to various media, to experience this process.

Goals and Objectives

Each module has its own goal, and its own set of objectives. The goal and objectives for Module I, "Why Me?" are listed below as an example.

Goal: "Why Me?" is an awareness level module for training both teachers and administrators. An overview of the national trends and issues related to the design and implementation of a full service model program for Early Childhood Education for the Handicapped is presented. A rationale for early intervention is also included. In addition, participants will have an opportunity to use the information in simulated situations that parallel experiences in the public schools.

Objectives:

1. Participants will become aware of the scope and range of the Project "Me" training program in relation to a full service model program for Early Childhood Education for the Handicapped.

2. Participants will become aware of a rationale for early intervention.

3. Participants will develop an awareness of national trends and issues in Early Childhood Education for the Handicapped.

4. Participants will become aware of the process of identification and the probable referral sources within a community.

5. Participants will have an opportunity to examine their personal attitudes and values in relation to teaching in an Early Childhood Education for the Handicapped program.

2.0 CONTENT — Scope and Sequencing of Topics:

Project Me, A Comprehensive Training Program for Teachers in Early Childhood Education for the Handicapped, consists of six modules:

Module I "Why Me?" is an awareness module for teachers and administrators on national trends and issues related to the rationale design, and implementation of Early Childhood Education for the Handicapped programs and on an ECE-H program model.

Module 2 "Assess Me" is an awareness module for teachers on obtaining and managing formal and informal assessment procedures.

Module 3 "Place Me" is a skill development module for teachers on selecting resources, Child Study team functioning, placement alternatives, and developing Individual Educational Plans.

Module 4 "Teach Me" is a skill development module for teachers on instruction, programming, management, and evaluation.

Module 5 "Parent Me" is a skill development module for teachers on communication and counseling/training with parents; the module also concerns obtaining parental input and consent.

Module 6 "Accept Me" is both a skill development and an awareness module for teachers on developing positive attitudes toward ECE-H programs and children among community members, other staff within the school, and parents; in essence, teachers are trained to be advocates of ECE-H programs and children. The development of self concept is presented. Intervention and facilitating strategies designed to build or to enhance positive self concepts are emphasized for both children and teachers.

Product components include:

Six Leader's Manuals	Six audio tapes
Six Participant Manuals	Forty transparencies
Seven filmstrips	One curriculum
Ten One Me books	

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Each module in the program has specific activities which relate to the module's objectives. The purpose of and instructions for each activity are given in the Leader's Manual. The developers note that the program " provides participants with problem situations which need solutions; provides resources (media and written materials) necessary to reach solutions; uses role play and other simulation techniques; involves participants actively and independently."

3.2 Help given in use of product:

The six Leader's Manuals give all the necessary instructions for completing activities. The developers stress that flexibility is desired, and that leaders should adapt the materials to suit their audience.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No formal tests are included in the program. Successful completion of activities may be used as a standard for judging participants' progress.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Equipment needed for program implementation includes a filmstrip projector, a cassette tape player, an overhead projector and a screen. A leader is needed to make logistics arrangements and to present the training. Total time for implementing the program is estimated at eighty hours, though modules can be used individually for brief training programs on specific subjects.

5.2 Distributor name/address:

Instructional Services
Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, TX 78752
Tele.: (512)458-9131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROJECT ME	$260.00	No	1	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was written and developed by Nora Nielson, Project Manager; Anne Markley, Project Consultant; and, Margaret Senford, Technical Consultant; at the Education Service Center, Austin, Texas. Many other contributors are mentioned in the Project's credits.

6.2 How developed and when:

The project was "funded by a grant from the U.S. Office of Education, D.H.E.W., Bureau for the Education of the Handicapped." The significant stages of program development were: identification and validation of competencies; field testing; and, development of the material into a multimedia developer-free training program.

6.3 Evidence of effectiveness with users:

An integral part of Project Me's development was field-testing. Field test participants, representing three groups (experienced ECE-H teachers, ECE-H support team members, and new ECE-H teachers), underwent two weeks of training with Project "Me" materials and completed daily process and product evalutions. They also made recommendations and offered ideas which led to revisions in the program.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The appropriateness of these materials for reaching program goals has been proven through field-testing. The program is adaptable in the sense that it can be used as a total program or by module. Technically, the print materials are good, but the filmstrips suffer sometimes from overwriting. An automatic advance side to the tape cassettes would have been a convenient addition. Packaging of the materials seems unnecessarily cumbersome.

Content accuracy/social fairness/community acceptance issues:

The accuracy of the program content has been affirmed by the field-test teams. Social fairness is, of course, an issue dealt with in this program. It states, ultimately, that appropriate education is the handicapped child's due. Participant/community acceptance may vary.

Overall summary/comment:

This series of modules asks for participant involvement by creating problem situations and using role play and simulation techniques. Taken as a whole program it does seem to provide ..."training that reflects basic knowledge and skills across the full spectrum of ECE-H programming." It should prove itself to be effective training for ECE-H teachers.

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